



blue print 1961







THE 1961 BLUE PRINT

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PROLOGUE

In 1909 when a year book for Georgia Tech was conceived the originators had a definite purpose in mind when they named it THE BLUE PRINT. They intended that it be a blue print of a school year. In 1961 the aim is still the same.

Just as a blue print consists of many parts, so does a college. There are students, administrators, educators, scholars, politicians, and sportsmen. Of these elements the students are the most important. To emphasize this THE 1961 BLUE PRINT is first a record of the influences that have made the Tech student among the finest in the world. It is secondly a history of the events that have transpired in this school year.

In the following 544 pages you will find a pictorial record of the environment that has made the Tech student the animal that he is. From cover to cover the blue print of a Tech man is sketched in words and pictures.

1961 BLUE PRINT DEDICATION:

To Robert C. Commander



For his years of instilling christian ethics in the students of Georgia Tech, for his deep devotion to his work, for his tireless efforts, through group and individual projects, to help the students reach for a broader concept of life, for his unceasing work toward good character development in the students he has come in contact with in the hope for a better and more Christian world we proudly and respectfully dedicate the 1961 Blue Print to Robert C. (Charlie) Commander.

His perserverance as General Secretary of the Georgia Tech YMCA has helped him to overcome insurmountable odds in establishing a Christian attitude on a seemingly immoral campus. His efforts have earned for him the deep respect and admiration of the student body. To men of the caliber of Charlie Commander we owe a lifelong debt of gratitude for their guidance and inspiration.



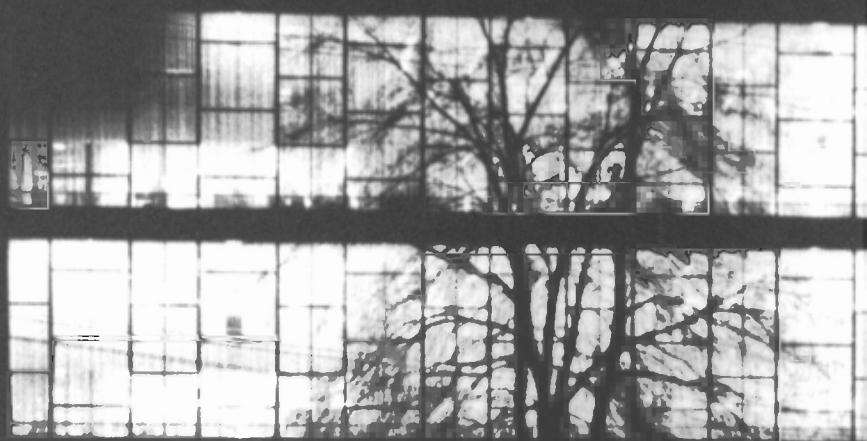
The Commander family consists of Mr. Commander, his wife Wylene, and their two daughters Ginny and Wylene.

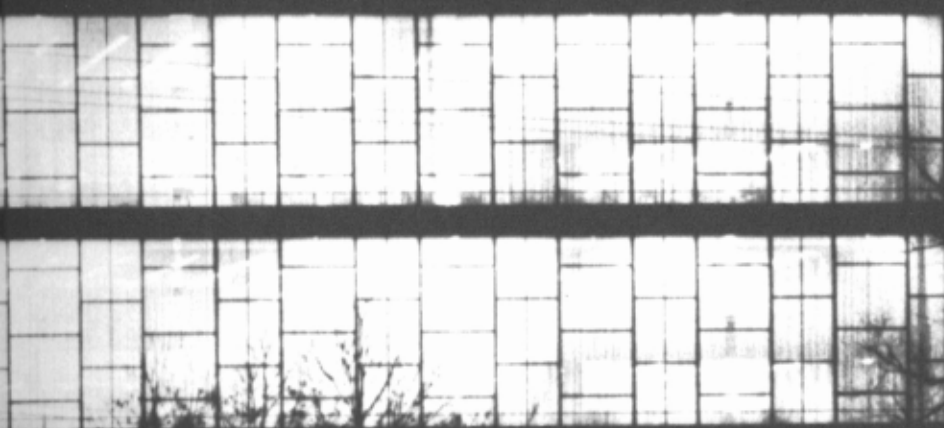
Mr. Commander has served as general secretary of the Georgia Tech YMCA since 1940.



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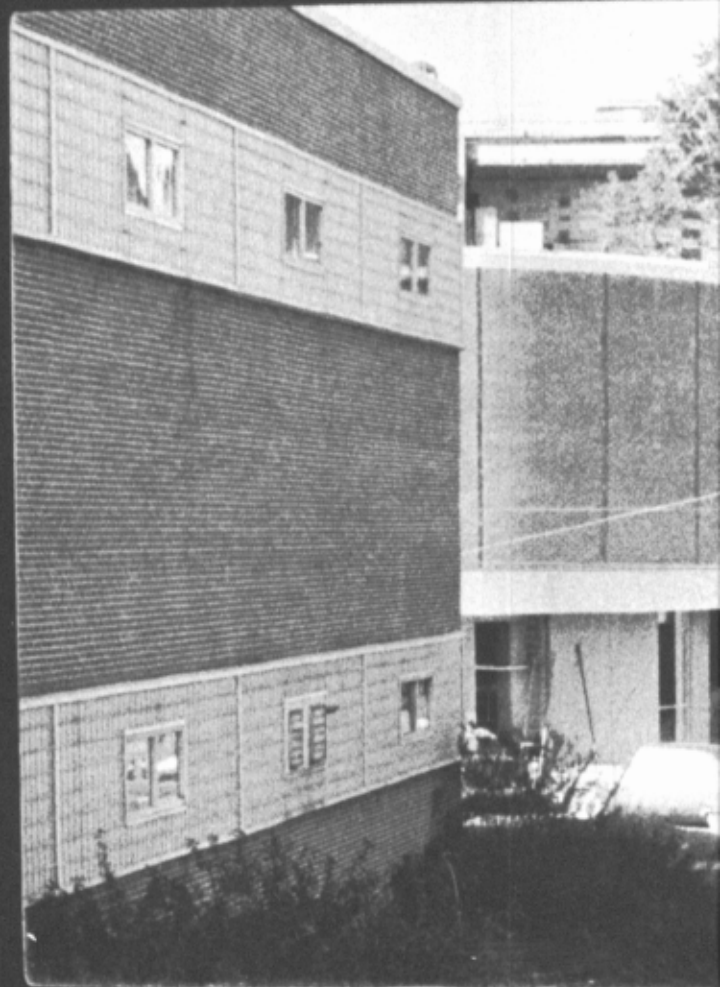
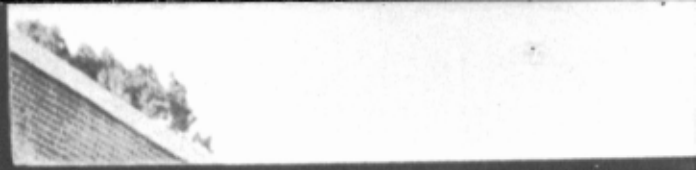


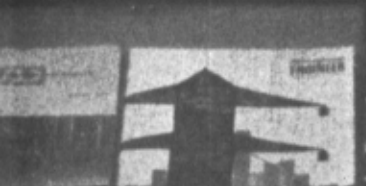
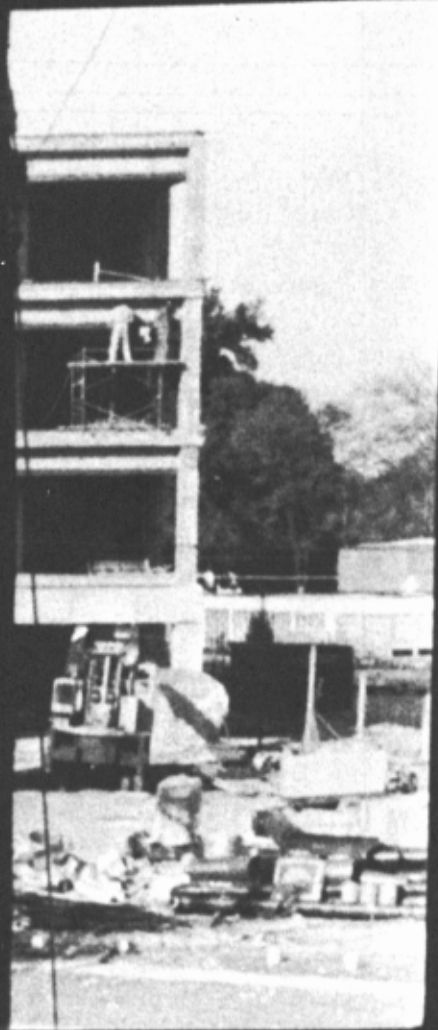






ENVIRONMENT





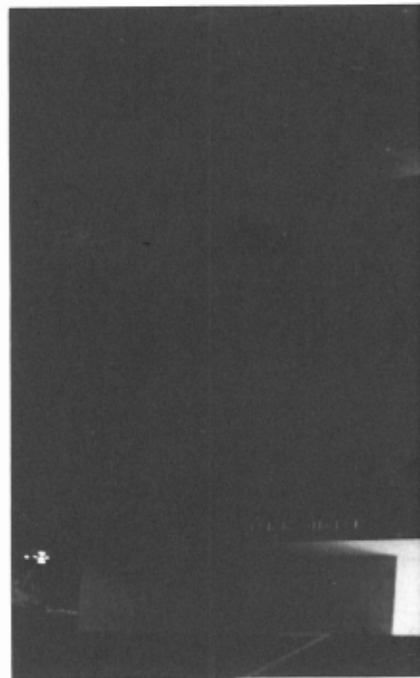
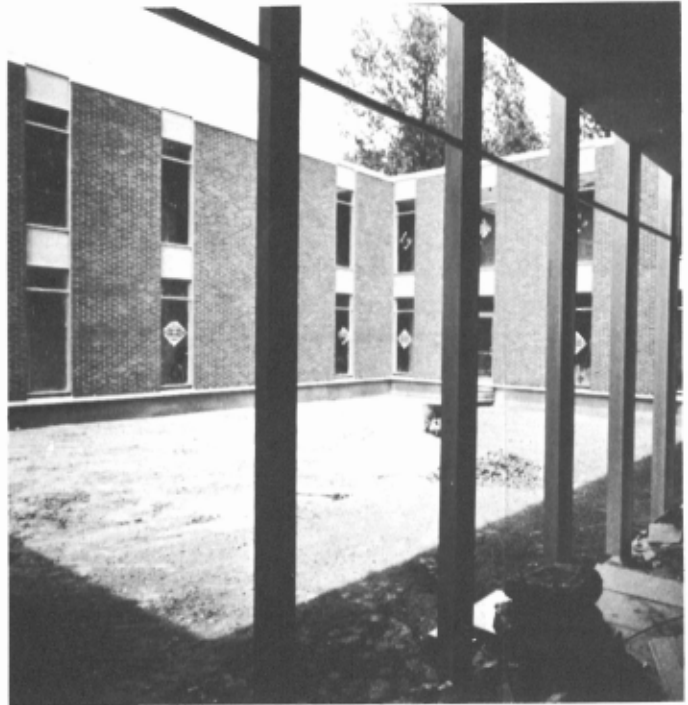
CAMPUS

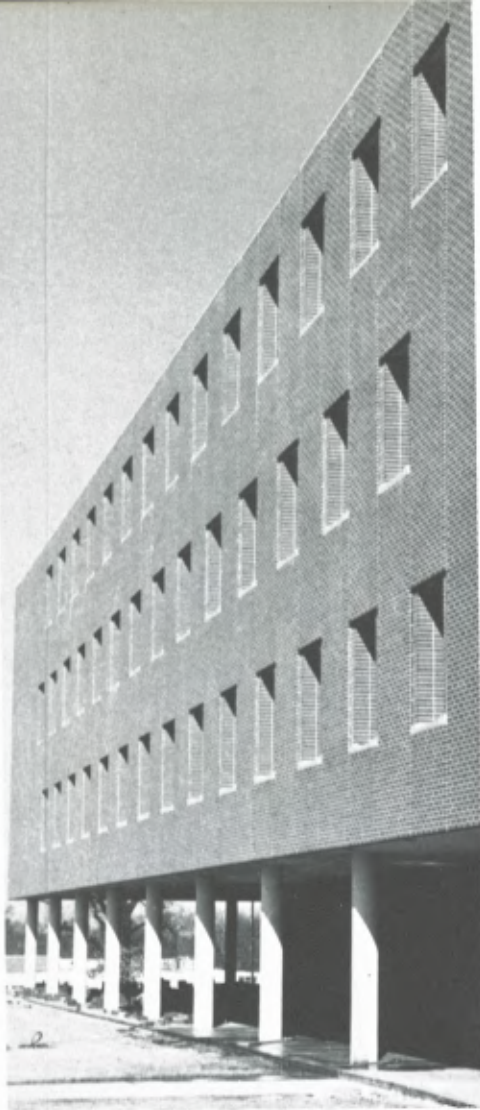


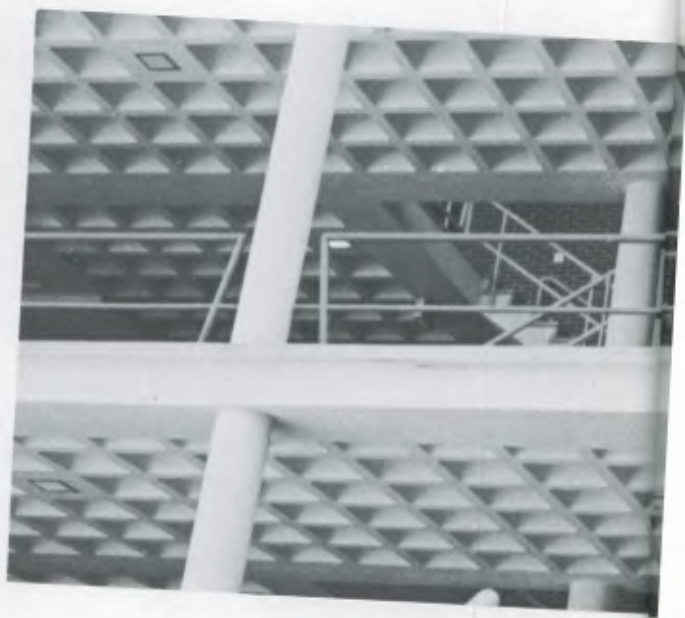


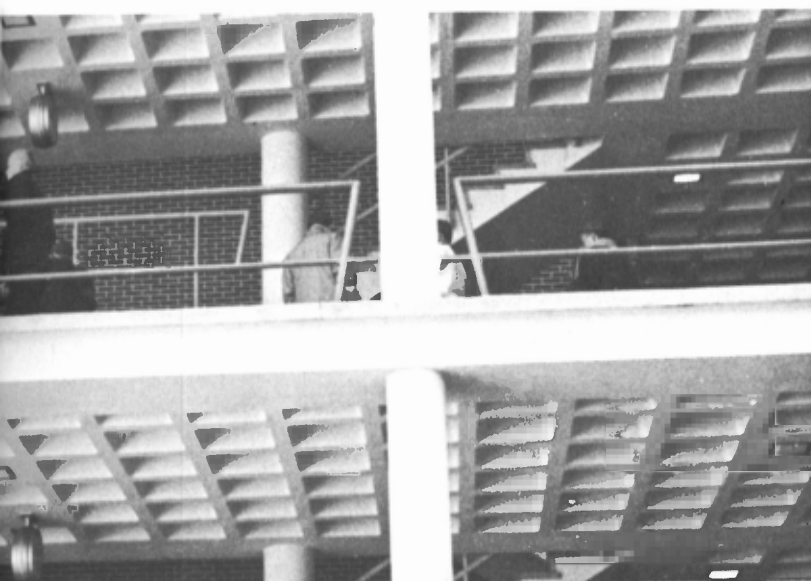
To the traditional look of the old red brick buildings with their pitched roofs, curved archways, bay-windows, wooden floors, creaky stairs, and ornamental facades has been added the modern look of the new Tech. The Alexander Memorial Coliseum with the flying saucer shape, the new classroom building with the waffle ceilings, the new E.E. building with the mosaic walls, and the new dormitories with modern furniture all herald the death of "the North Avenue Trade School." Within sight of the famous Tech tower can be seen the new monuments to man's architectural genius. Someday the Tech campus will once again challenge all rivals for beauty and simplicity.



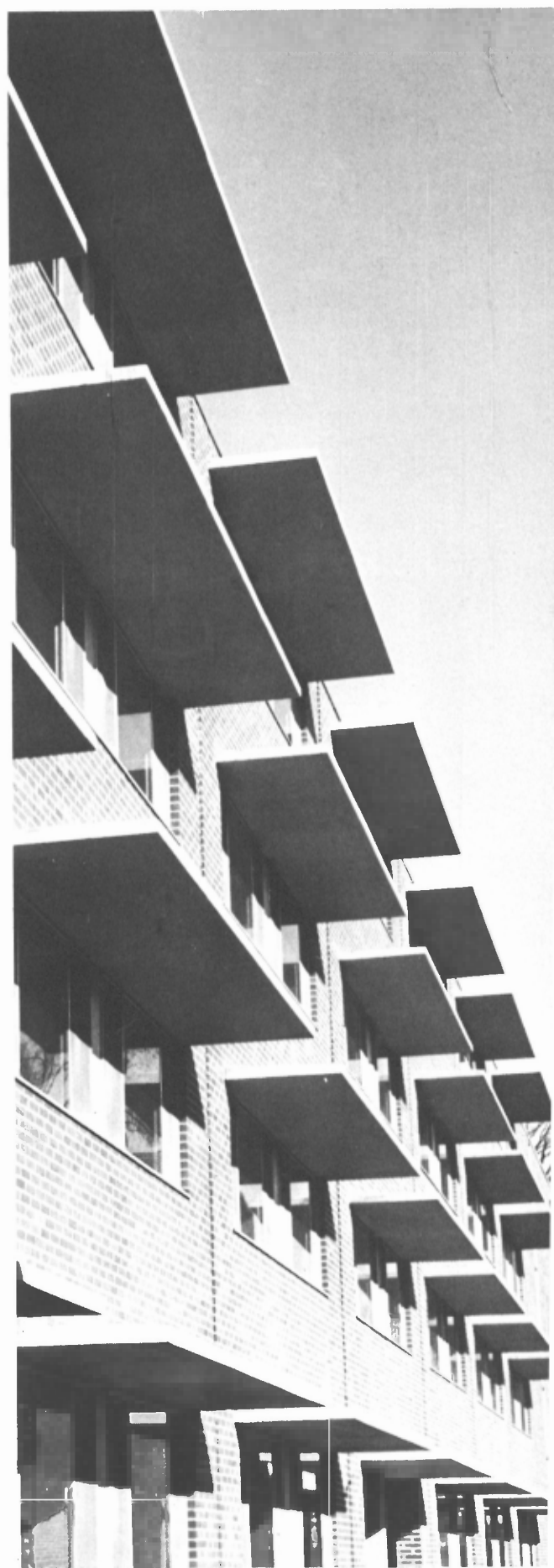




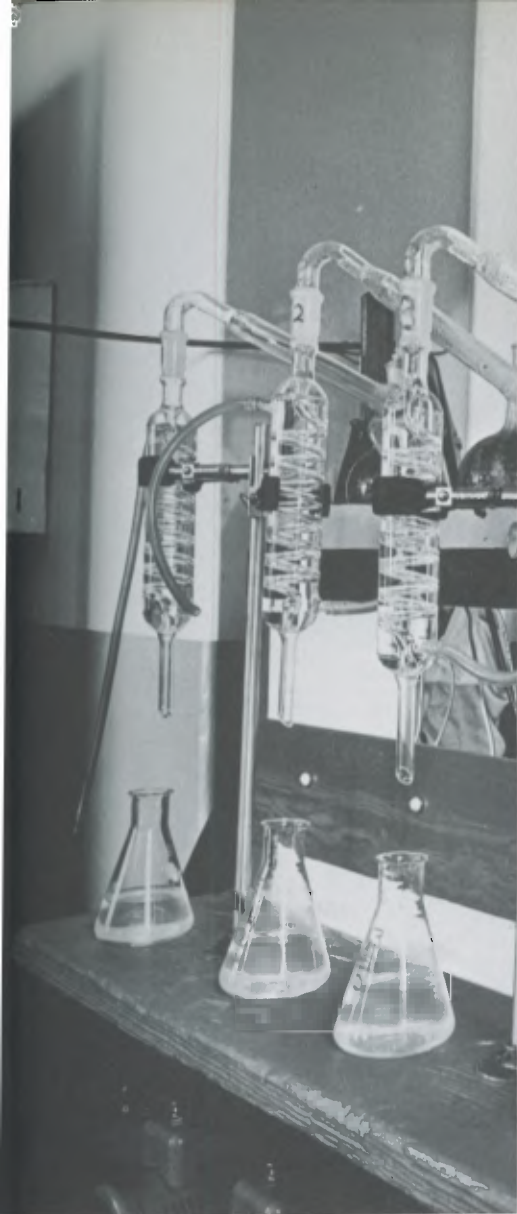




Yes, this is Georgia Tech—the new Georgia Tech. Over the past five years the architect has been combining the simplicity of geometry with the esthetic beauty of art to mold a world which was foreign to the Tech student of six years ago. He has combined the best qualities of glass, concrete, ceramics, steel, and aluminum to produce the abstract forms you see on these pages. He has put to death such buildings as the social science building, the shacks on Uncle Heinie's Way, and the old infirmary, but in their place he has given us the new infirmary, the most versatile nuclear reactor in the south, and the radioisotopes laboratory.

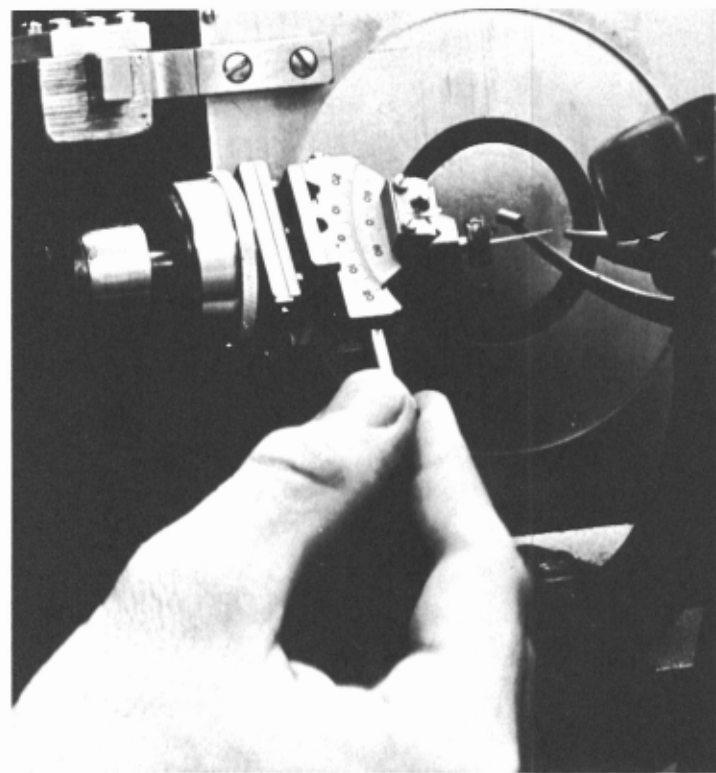






The Georgia Tech Engineering Experiment Station is charged with the promotion of research in Georgia Tech, the development of a program of assistance to industry and agriculture, and the study and utilization of the natural resources of the state. Operating this year with a budget of over \$4,000,000, the experiment station is carrying on many research studies. Among these are: the industrial uses of radioisotopes; nuclear reactor engineering; factors affecting the aerial transmission of disease; and the uses and development of electronic computers.

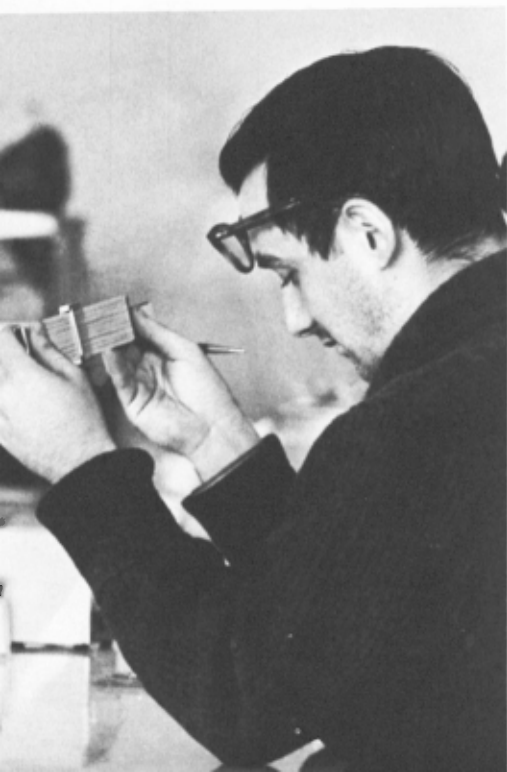




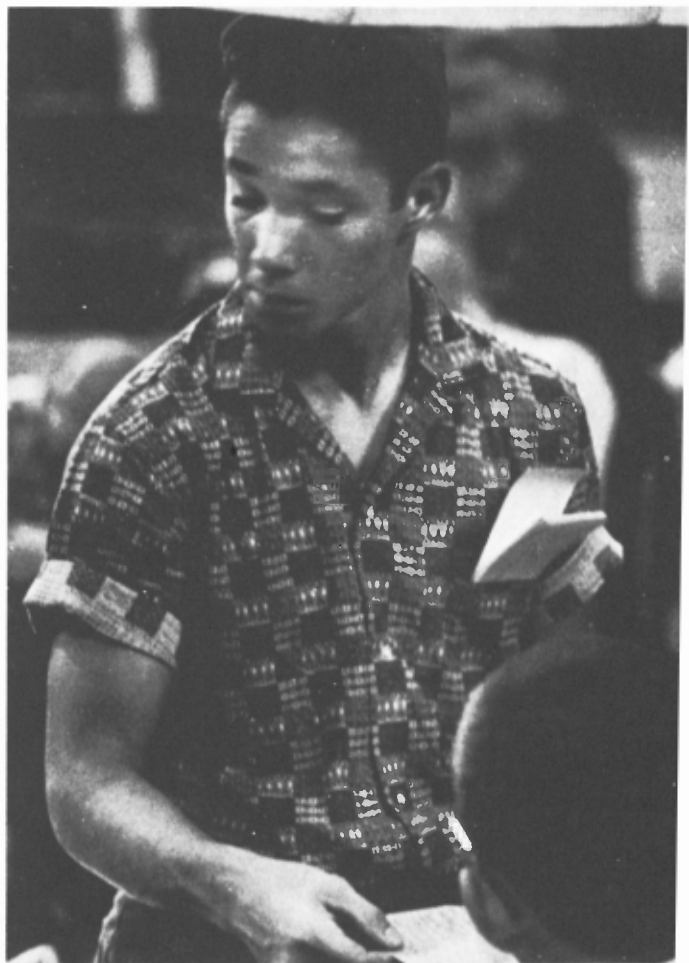
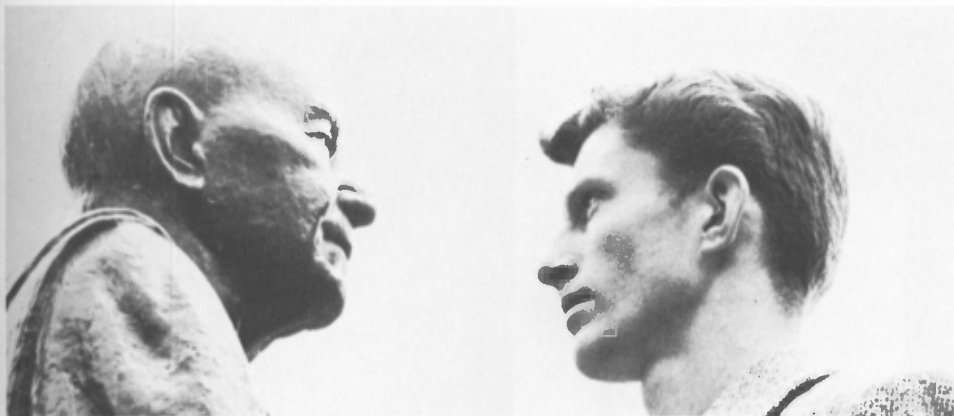
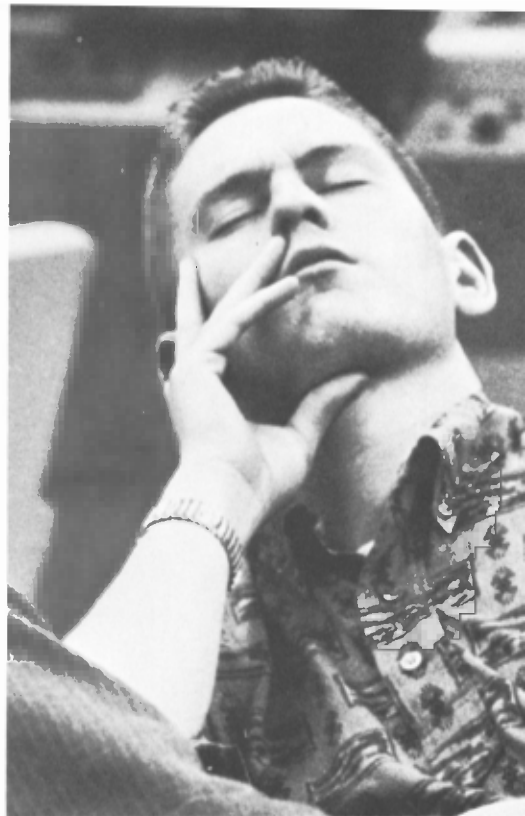


Student Life

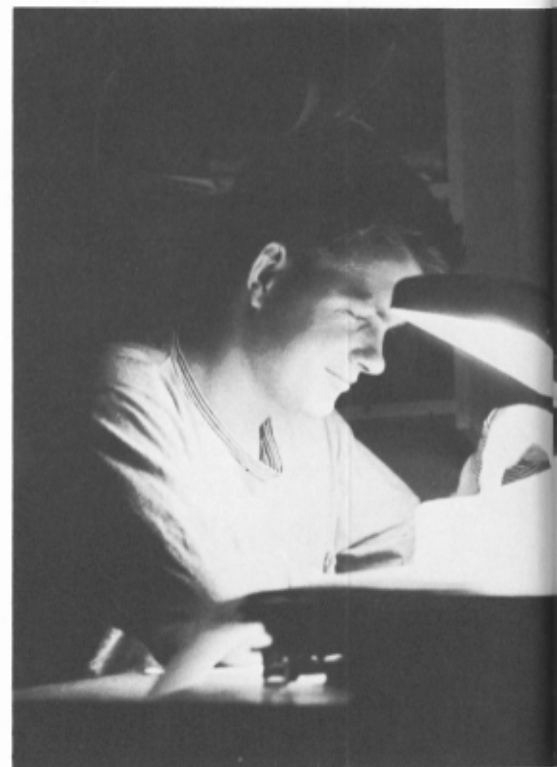
Students Spend Four Years At Tech Searching For Their Place In The World



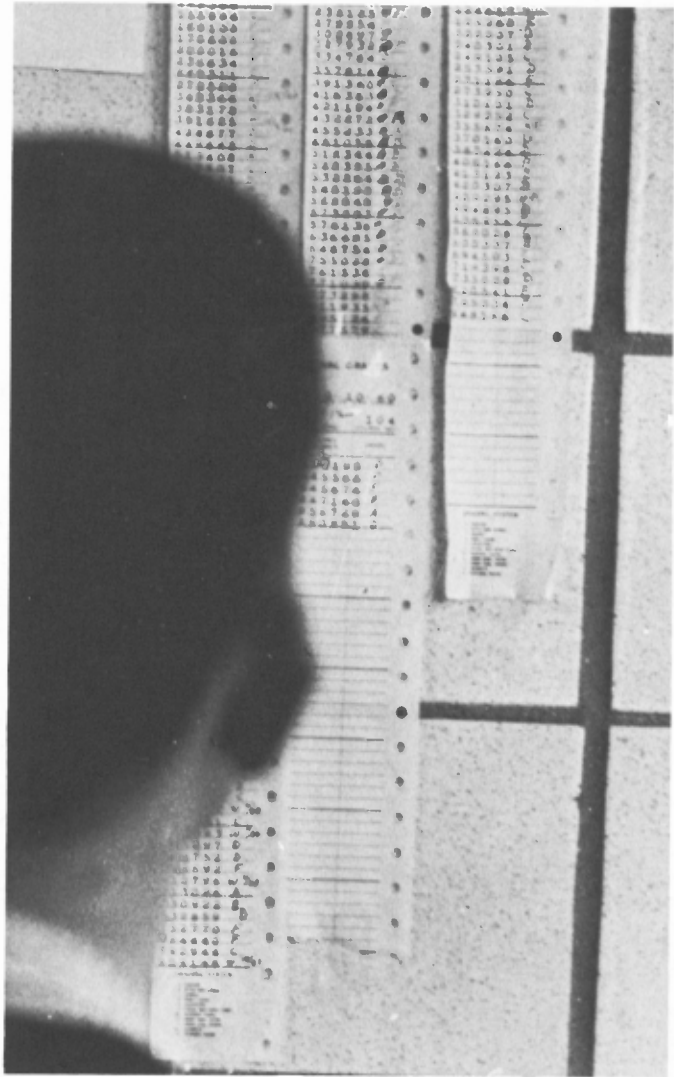
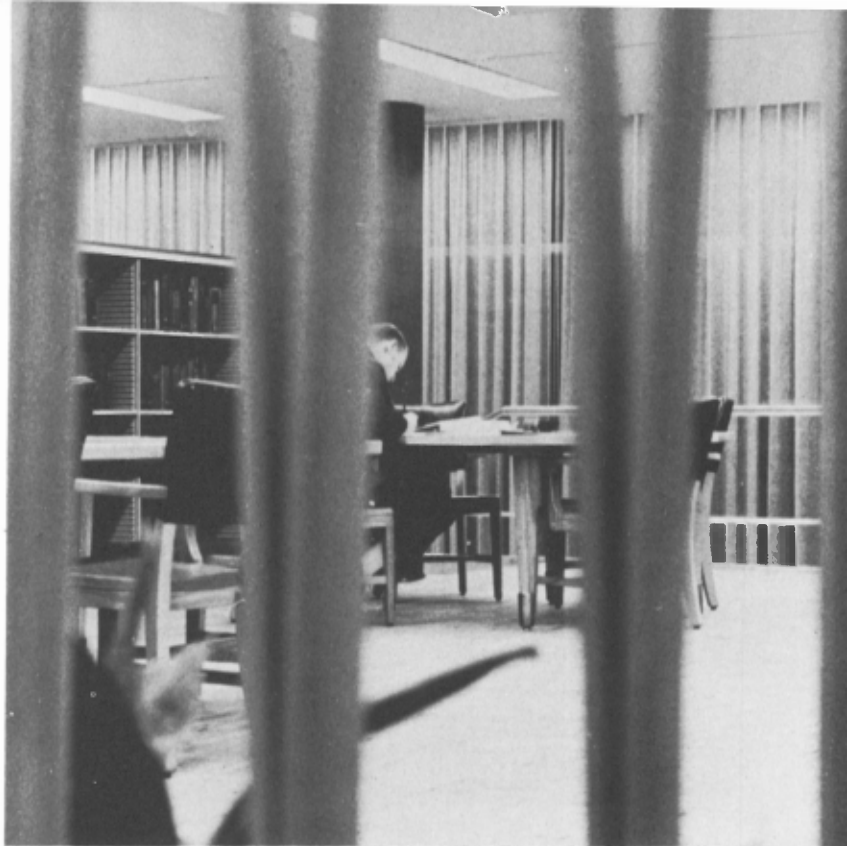
What is the Georgia Tech student? An animal? A machine? A walking encyclopedia? A Human Being? He has been called all these things and many more. What is it that makes him the animal that he is? He comes here as a bewildered and immature freshman, and for four years he is exposed to an environment that somehow converts him into a man ready to go out into the world and make his contribution to society. During these four years certain influences come to bear on him and to influence his search for his place in the world. What are these influences that convert the city slicker, the farmer, the rich boy, and the poor boy into the Georgia Tech student? In the following fifteen pages are presented seven of these influences.



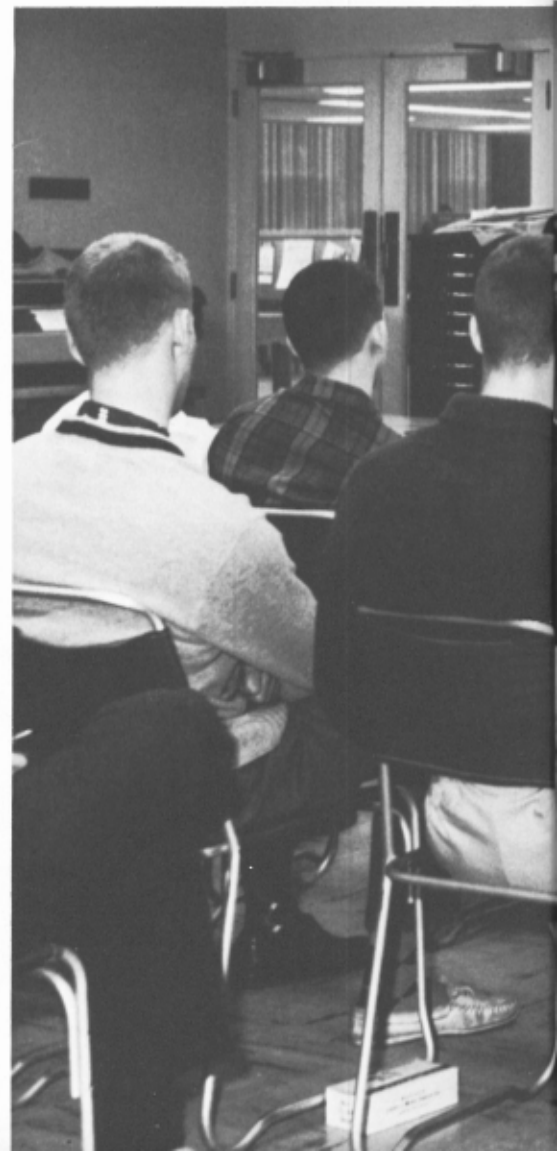
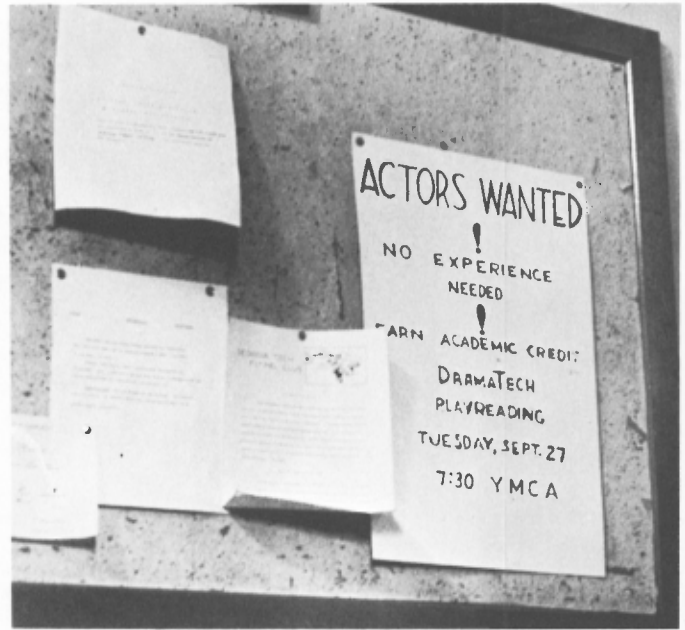
Academic Demands Call For Maximum Mental Endeavor And Physical Stamina From Students



Most Tech students because of their above average intelligence enter Tech after having loafed through four years of high school or prep school. Very shortly after classes begin they find themselves faced with an academic load that calls for maximum mental concentration and long hours of studying. For the first time they find themselves in a dog-eat-dog situation where for the most part nobody cares whether they pass or fail. This radical change from the parental protection at home has a very dynamic effect on the student. Most of the students resign themselves to four years of hard mental endeavor and quickly decide that no longer can they party every weekend. Those that don't are soon gone.



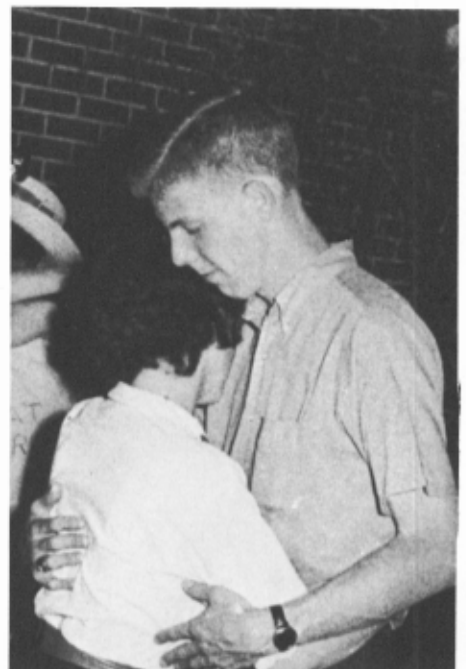
Extracurricular Activities Drag On Student's Time As He Attempts To Obtain A Well Rounded Education



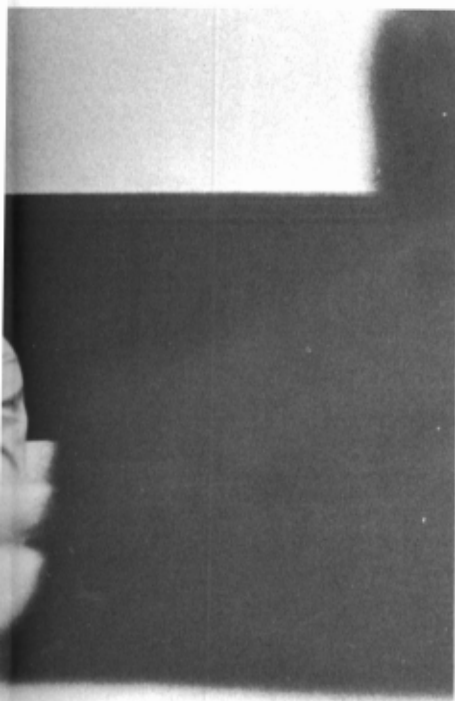
After a student has been at Tech for a while he becomes critically aware of the emphasis on extracurricular activities. He is constantly hearing, "Get in a few organizations and round out your education." This over-emphasis on joining organizations will at first cause most to join too many. This soon becomes a problem because the student finds more and more of his time being taken up by these extracurricular activities. Study hours are cut into and grades begin to suffer. The student quickly realizes that a happy medium must be found if he is to graduate. Then for the rest of his stay at Tech he fights a never ending battle with himself on what combination of academic work and extracurricular work will secure him the best job when he graduates. This is the basis for everything.



Time Spent in Social Endeavors Increases as Students Search for Pleasure and Relaxation



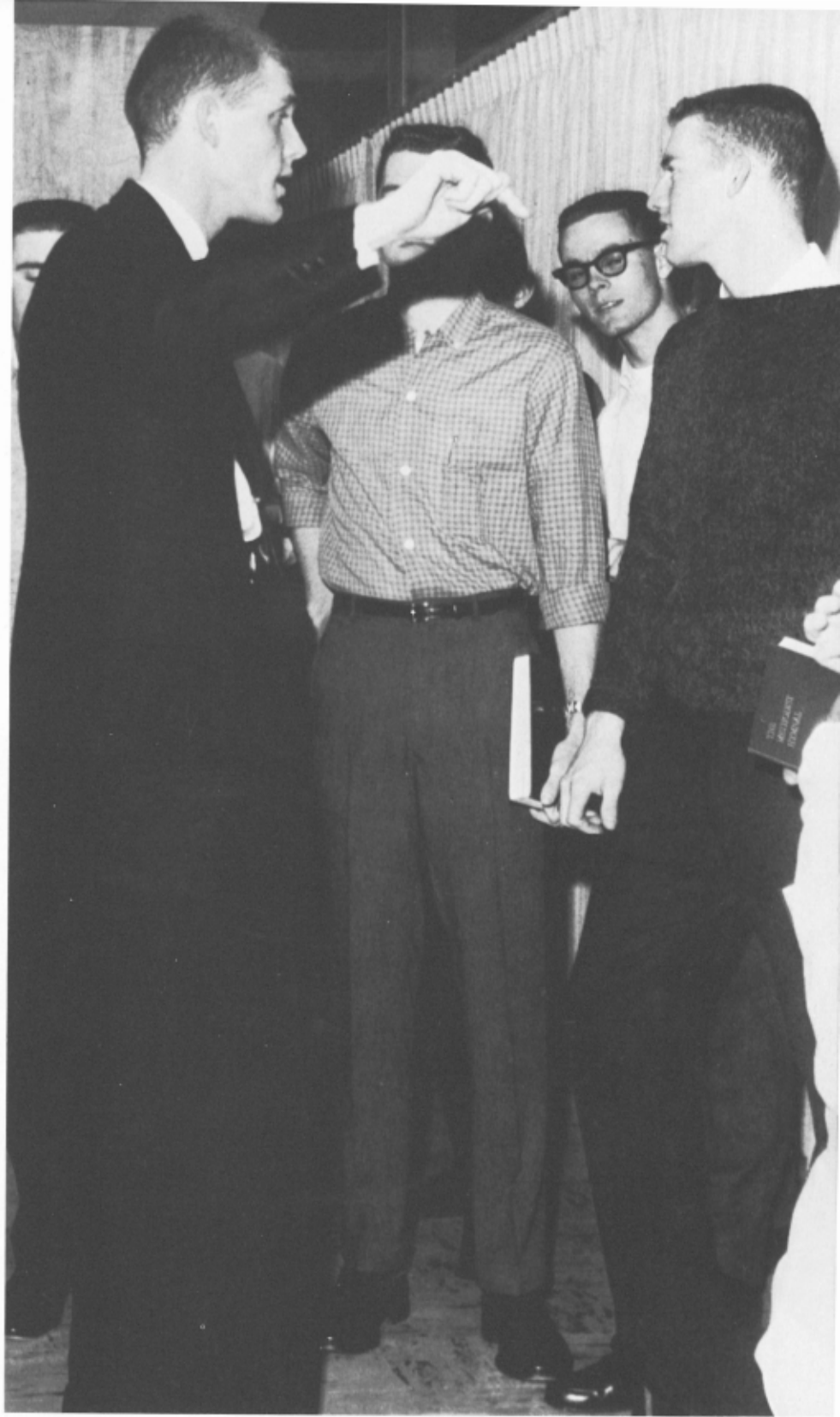
The frustrating hours spent in satisfying the academic load quickly causes the student to search for a release to his pent up emotions. For most this search ends with the expending of more hours in social endeavors. These social endeavors, however, have taken on a different perspective than what the student was used to at home. The lack of parental influence, the seeming lack of moral restraint caused by his relative insignificance in a city of one million, and the influence of the older students around him causes the student to indulge in pastimes that previously he looked down upon. Many begin to drink for the first time. Others become overly consumed with the sex drive, but most begin to search for future mates to eliminate their inner loneliness.



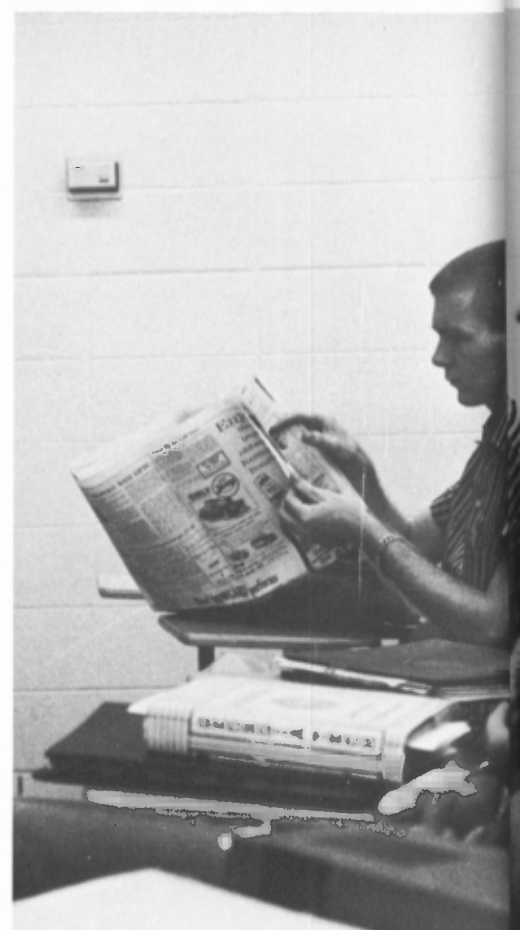
Other Persons Influence Student's Outlook On Life and Make Him More Aware of Other's Opinions



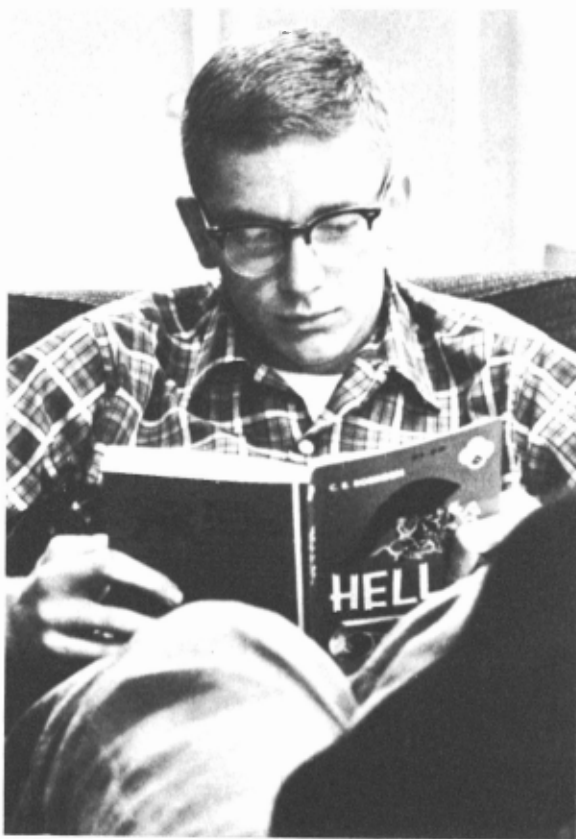
From the very first day the student steps on the campus his thinking is influenced by the people around him. For the first time he becomes exposed to outlooks and attitudes that are contrary to those presented by his parents. Some are morally good while others are not, but they all have their effect. Professors, ministers, students, administrators, and businessmen each contribute their individual philosophies. From this heterogenous collection of attitudes the student begins to fashion his individual philosophy of life. At times he will question the existence of God, his moral and ethical code, and the long and short range goals he hopes to attain.



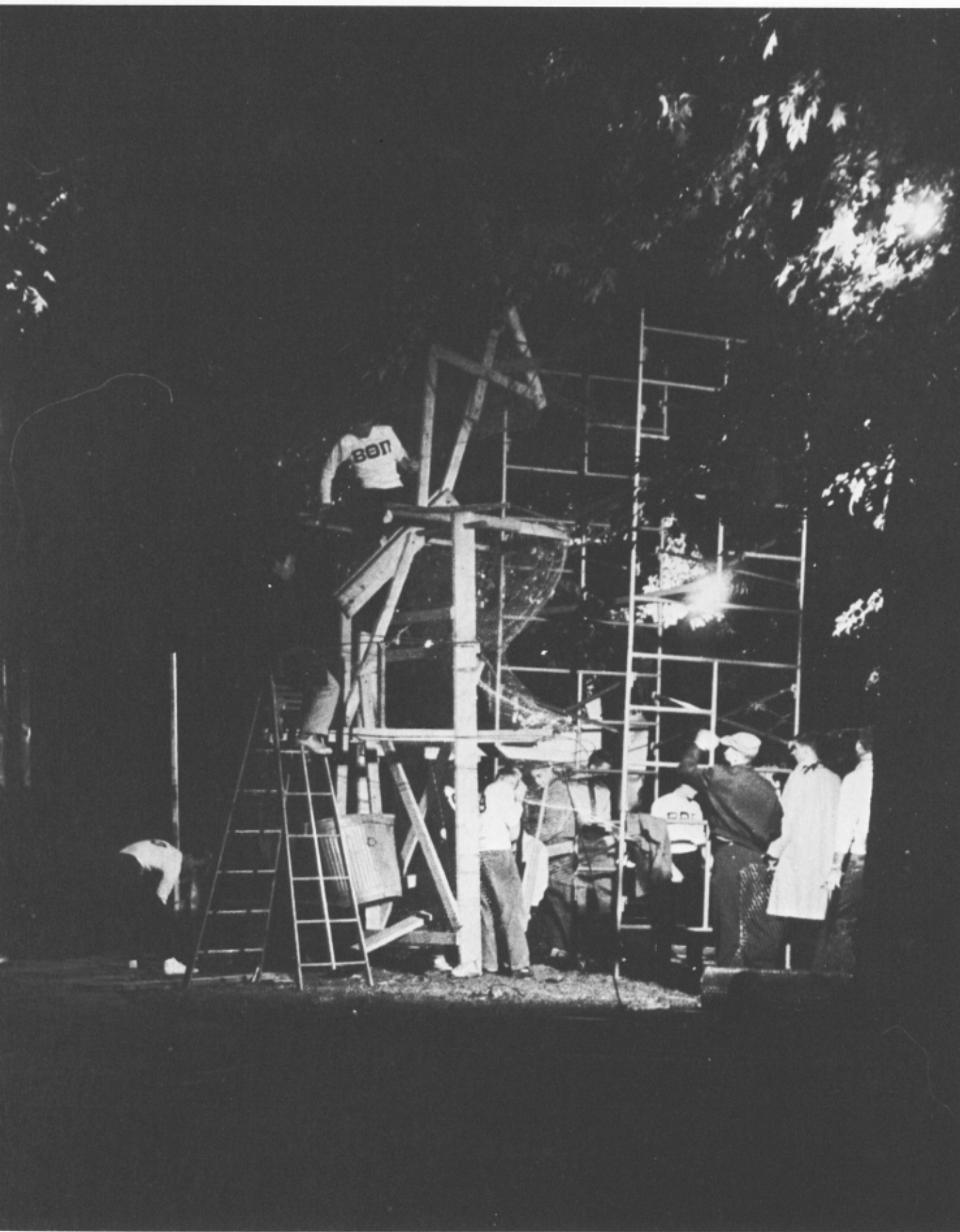
Environment Broadens Student's Cultural Appreciations And Increases His Intellectual Curiosity



As the student's knowledge increases, he becomes more aware of the educational and cultural events at his finger tips. His taste in music changes from rock and roll to jazz, classical, or folk. He begins to visit art museums, photographic salons, art exhibits, and architectural displays. He begins to find enjoyment in listening to symphonic concerts, in attending the opera, and in seeing movies about the fine arts. His mind awakens to the importance of knowing what is going on in the world. He begins to read the newspaper daily, as well as a weekly look at the better magazines. He will often pick up a copy of a book on the best-seller list. For in him has been born a growing desire to broaden his appreciations.



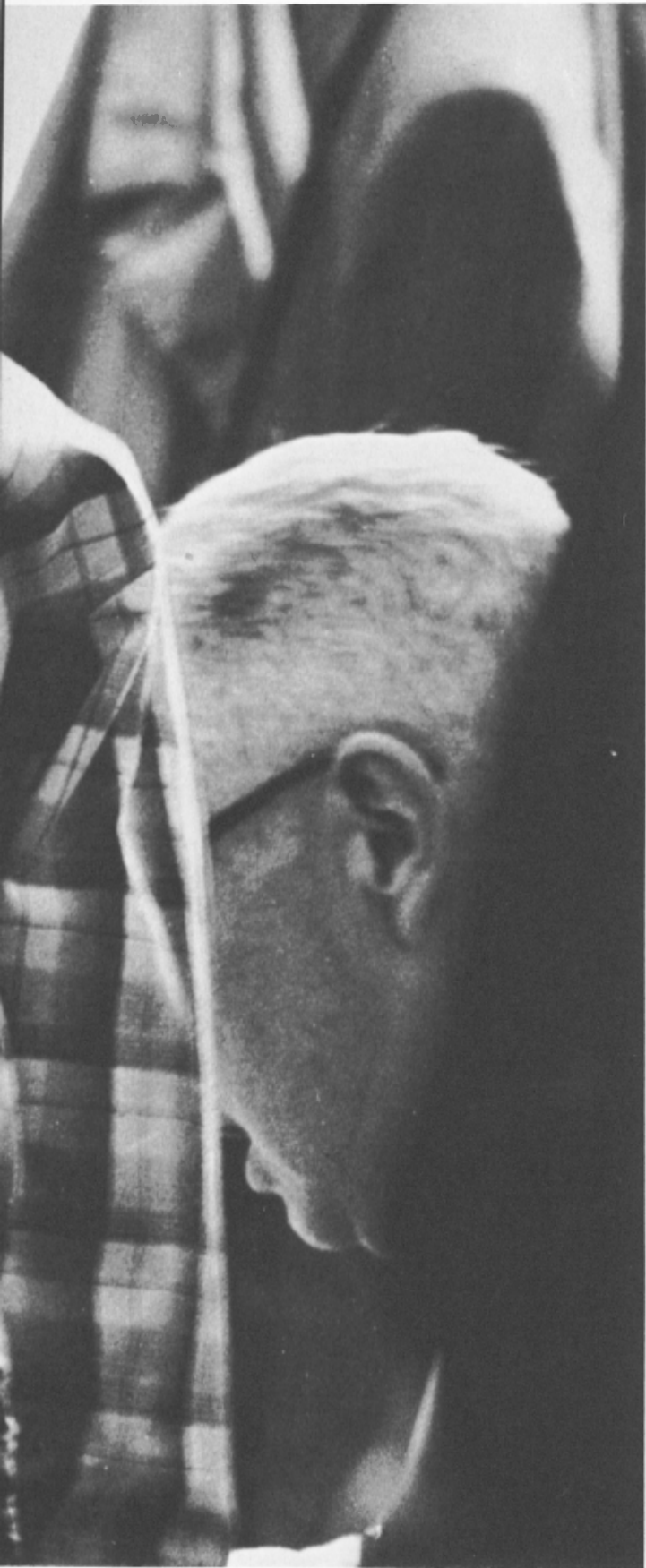
Students Contribute Time and Effort to Service Projects in Desire to Unselfishly Help Others



As the student becomes more critically aware of the situation around him, he quickly realizes that not everybody is as well off as he. Somehow or other he develops a desire to help those less fortunate than himself. He begins to donate money and clothes to various charities, blood to the Red Cross, and time to service organizations. He will contribute his time unselfishly to bring credit on his organization or school by spending countless hours working on displays, Ramblin' Recks, Engineer's Week, and various other service projects. For this he asks no reward other than the satisfaction that comes from unselfishly helping others.



Students Eventually Conquer Environment and Start to Fight for Freedom and Responsibility



As his college days roll by, the student begins to form definite opinions as to what his rights and privileges are. All goes well until someone begins to infringe on them. When this happens he begins to fight back in his own way. Usually this involves trying to beat the system. Regardless of whether or not his personally assumed rights are morally or legally his, he will fight for them until the day he graduates. The students who are most aware of what the real situation is will usually begin to wage an open campaign against those who he feels have overstepped their bounds. Although the students seldom win out in their battles, they will never cease to fight for their rights.



THE



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NO. 8

Campus Leaders Offer Cooperation In Working Against Mutual 'Barrier'

President Pledges Administrative Support

By DON BENTE
Technique Editor

A desire for a change in the present relationship between the student body and the faculty-administration was expressed Tuesday to President Edwin D. Harrison by a group of junior and senior leaders.

After meeting extensively during the last week, the group has proposed a program of full mutual cooperation to destroy what it termed the "barrier" presently dividing the student body and the faculty-administration.

This "barrier" has allegedly been based on a lack of understanding, lack of communication, lack of cooperation, lack of coordination, and lack of

many.

"We then tried to define the basic problem and the resulting 'barrier' evolved.

"Of course, student apathy and the expressed dislike of many students for the school have concerned us," continued Bywater.

"We want to do something positive in conjunction with the faculty and administration to begin an era of improved relations and cooperation and to bring about a change in student attitude and apathy.

"While we realize it cannot

be done in a day or maybe even a year, something can be started now to change the present complexion."

Citing examples of what it felt were shortcomings of both students and the faculty-administration, the group sought means to destroy what it termed the "barrier" presently dividing the two groups.

"Dr. Harrison explained that much could be done in the area of communications," reported Bywater. "He felt that much could

(Continued on page 4)

'Skin Of Our Teeth' Opens Tonight At Theater Atlanta

HELP FIGHT
COMMUNISM
IN CUBA

school across North A
aker Jr.
Apr. 609

After Graduation They Leave As A Man Having
Found Their Place In The World





Student Activities

Fraternity Rush Ushers in a New



Fraternity men spend hours cleaning up house in preparation for arrival of new rushees.

Called meetings a week before school starts . . . Many hours spent in getting house in ship-shape condition . . . open houses with over 1000 freshmen going through . . . issuing rush bids . . . two great parties the first weekend . . . alumni talks at the smokers . . . "Go over to the dorm and get George back over here. He hasn't been here in two days" . . . feeding the rushees for the week . . . the first all night rush meeting . . . "I move we bid him" . . . "I ball that smuck" . . . trying to get rid of the clods . . . second round of parties . . . Pledge Sunday . . . "We got forty. How many did you get? . . .



Open houses give rushees chance to see the fraternities for the first time.



At smokers rushees are entertained by everything from talks on Russia to how to make a 4.0.

School Year for Incoming Freshmen



Rush parties give freshmen first chance to really taste college life.

Fraternity men meet into the wee hours of the morning deciding on whom they want.



On Pledge Sunday rushees make their choice.

Fraternity Parties Liven Up Social Season



Combo blares it out, and fraternity men and their dates interpret it.

Piano Redd, The Spades, the Hot Nuts, Chuck Berry, The Royals, the Limelighters, and the Midnighters play . . . formal and informal . . . Western parties, Polynesian parties, African parties, Old South Ball, Sweetheart dances, gambling parties, prison parties, and costume parties . . . frat house, Snapfinger Farm, Parks Farm, Avondale American Legion Post, Druid Hills Country Club, and Venetian Gardens . . . Honor Board, girls, cokes, singing, skits, and refreshments . . . rock 'n roll, jazz, rhythm and blues, big band, and folk . . . Friday night and Saturday night . . . "Go man go!"



Most parties have a theme as this Beta jungle party so well expresses.



Fraternities go to a lot of trouble to have appropriate decorations.



The KA's succeeded from the Union before beginning their annual Old South Ball.

A green monster chaperones the Phi Gam's Fiji Island Party

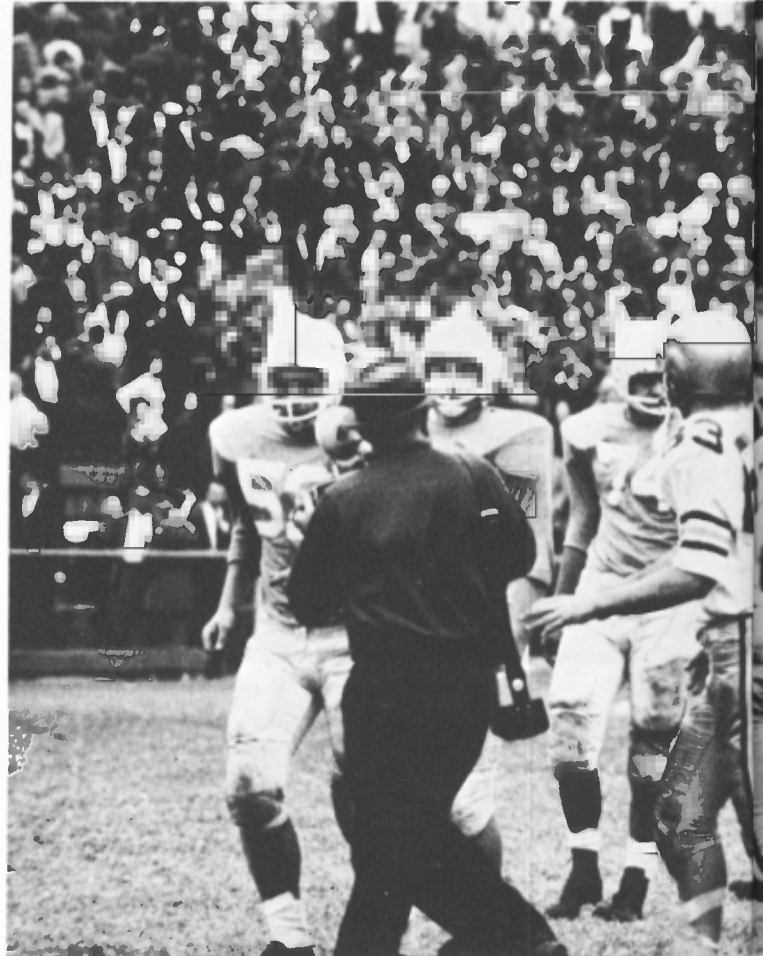


Frat men help the combo shout and beat out their music.

Homecoming Big Success as Tech Trounces Tulane, 14-6



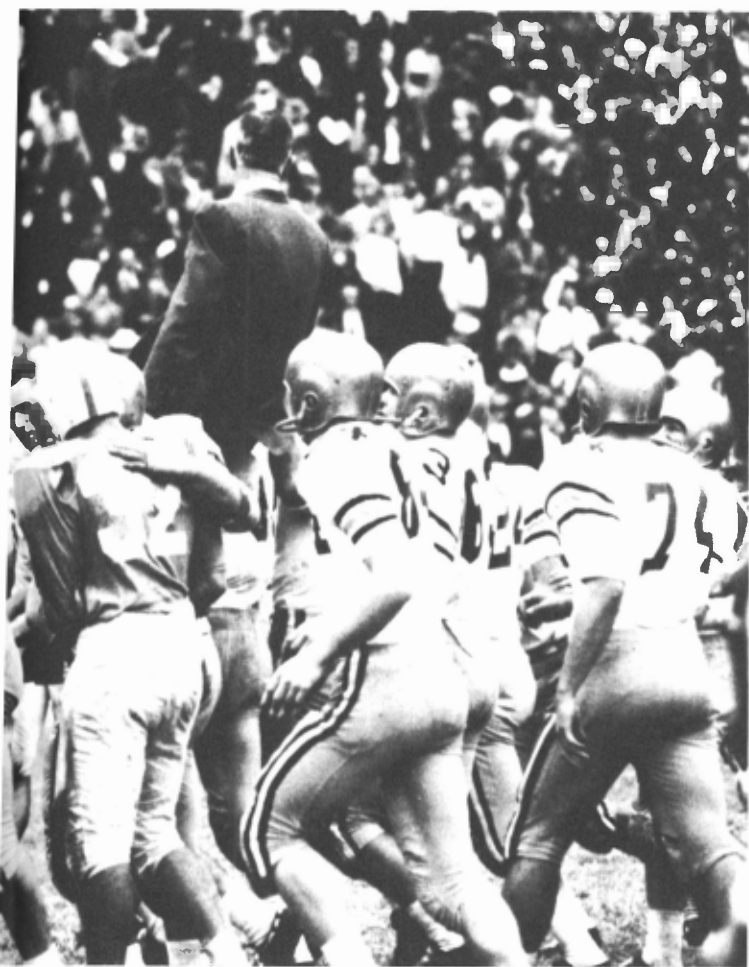
Earl Gillespie, winner of freshman cake race, receives his well earned reward.



Coach Dodd was carried from the field by the jubilant team after they brought Tech its first homecoming win in four years.

From these ten girls Miss Connie Loy (in center) was chosen as Georgia Tech's 1960 Homecoming Queen.





The Lambda Chi's mule copped first place in the fraternity competition.



The Delt's winning Reck races around the architecture parking lot just before splitting in half.



A large bonfire was built Friday night to add color to pep rally.

Georgia State coed Connie Loy reigned as 1960 Homecoming Queen.



Atlanta residents came out in thousands to see homecoming displays.

Homecoming 1960 . . . Miss Connie Loy announced as Homecoming Queen . . . fraternity displays that work . . . those that don't . . . mechanical monsters known as Ramblin' Recks . . . Earl Gillespie wins Freshman Cake Race . . . Fred Waring and his Pennsylvanians thrill students Friday night . . . the impossible happens as Tech defeats Tulane on the gridiron . . . Mrs. Julie McKenzie announced as Mrs. Homecoming . . . alumni attend banquets, seminars, reunions, and parties . . . Les Brown and his band of renown . . . Knotty Pines Party . . . drunk alumni talks of the good old days . . . sober students bring on prohibition . . . bonfires, pep rallies, song fests, and victory parties . . . aching muscles, hoarse voices . . . Homecoming 1960—now a memory.



Fred Waring and his Pennsylvanians provided the entertainment at the Friday night concert.

Ramblin' Reck Parade was witnessed by thousands in the Price Gilbert Library parking lot.



Greek Week—Highlight Of Spring Quarter



A large crowd turned out to see Sigma Chi's win the IFC sing on Thursday night.

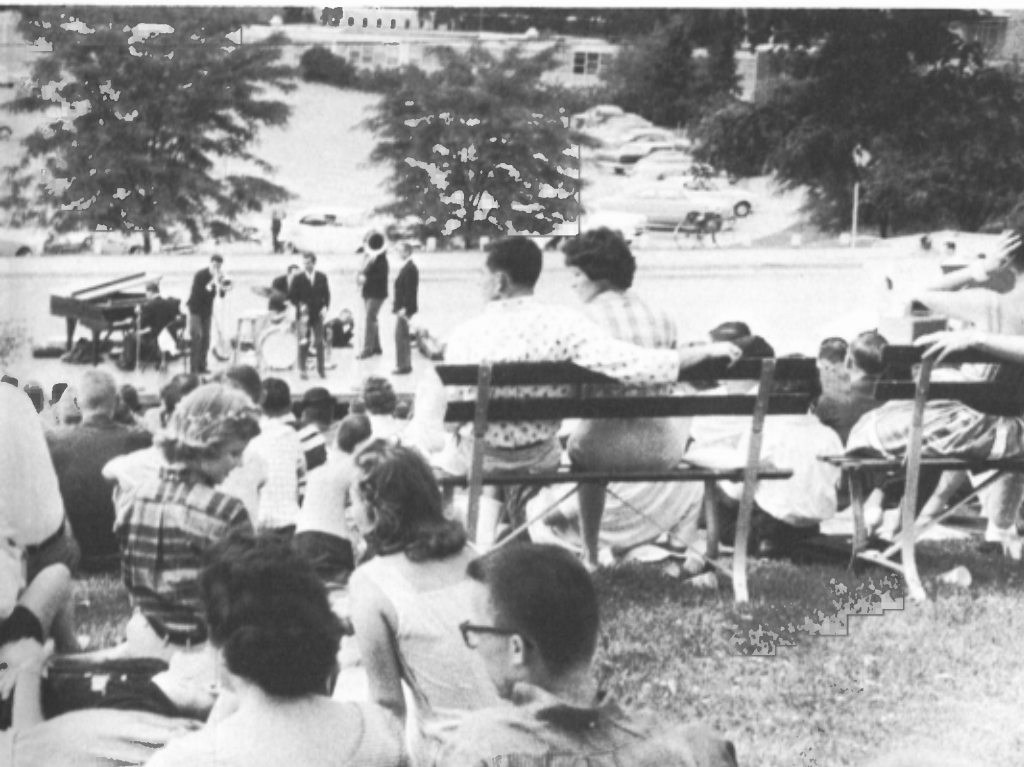


The Dukes of Dixieland's music had students shouting approval of an excellent performance.





A new innovation this year was the street dances. Three local combos played rock 'n roll on Friday night.

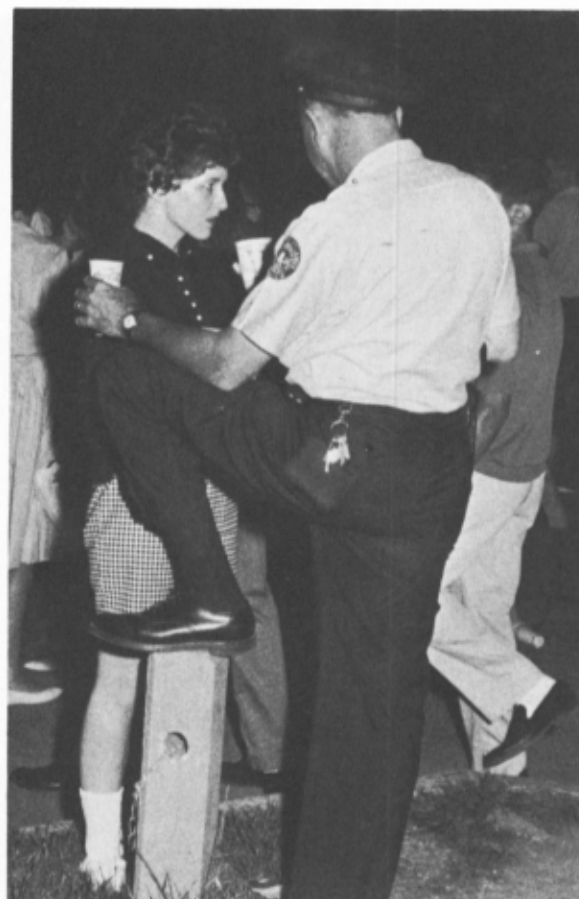


Fraternity men basked in the sun on the library lawn to listen to Saturday afternoon concert.

Greek Week 1960 . . . IFC sing won by Sigma Chi's . . . local combos entertain at Friday night street dances . . . Dukes of Dixieland rip it up Saturday afternoon . . . ANAK taps Rentz and Travis . . . Joni Carlin announced as Greek Goddess . . . Buddy Morrow plays and June Taylor sings Saturday night . . . Fraternity men have a blast . . . Randy Watts praised for his effort as Greek Week head.



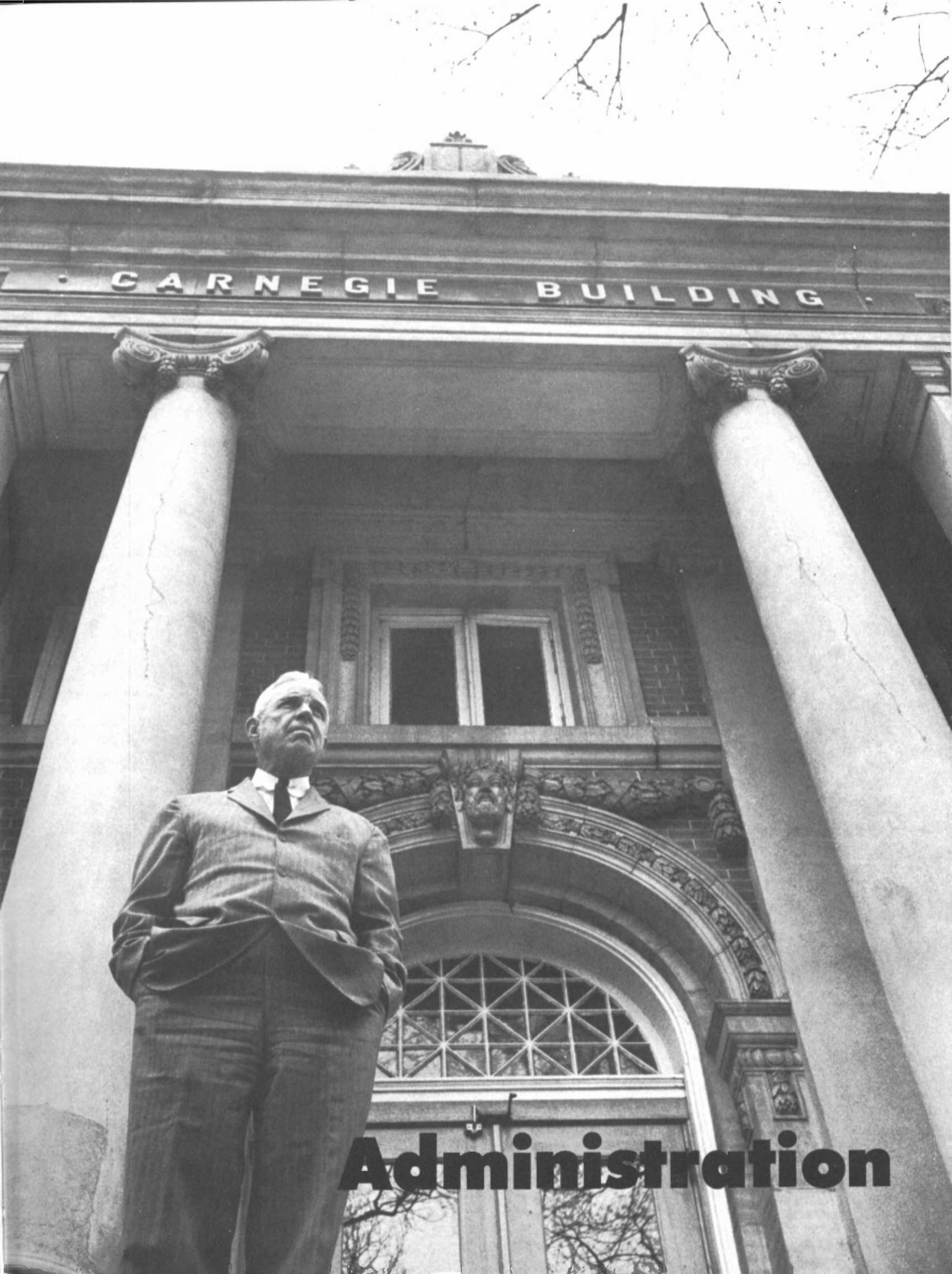
A couple dances to the music of
Buddy Morrow at the Saturday night formal.



Campus cop and somebody's date
indulge in a coke at the street dances.



Dukes of Dixieland played
in street in front of library lawn.



CARNEGIE BUILDING

Administration



W. Roscoe Coleman, Linton Baggs, Jr., Everett Williams, Morris M. Bryan, Jr., Howard H. Callaway, Robert O. Arnold, Chairman, Allan Woodall, John I. Spooner, James C. Owen, Jr., Jesse W. Draper, James A. Dunlap, and Carey Williams; *Members Not Pictured*, Roy V. Harris, Ernest L. Wright and James D. Gould.

The Board of Regents

HARMON W. CALDWELL, *Chancellor*



The controlling body for the University System of Georgia is the Board of Regents. It is the responsibility of this board to regulate all affairs concerning policy and finances of every state supported college and university. They in turn make recommendations to the state legislature for funds to run the school.

The board is composed of fifteen members. These members represent ten districts, with five members being from the state-at-large. They are appointed by the governor and approved by the legislature for a seven year term unless they are appointed to fill an unexpired term.

Since its origin in 1932, the board has through the years maintained colleges and universities for the state of Georgia to be proud of. Both Georgia Tech and the University of Georgia are recognized as being among the top state supported universities in the nation.

The President

Dr. Edwin Davies Harrison was appointed as President by the Board of Regents on June 26, 1957. Already during Dr. Harrison's administration, funds have been allocated for a Nuclear Research Reactor and a new Electrical Engineering Building; and construction has been completed on the new Classroom building, the Radioisotopes and Bioengineering Laboratory, and a new student Infirmary.

In addition to a continued revision of the various curricula and academic standards, Doctor Harrison has shown dynamic leadership in the multi-million dollar construction program of Georgia Tech: the new Electrical Engineering Building is expected to be opened in the fall of 1961; a new central storehouse and shops for the Physical Plant Department is expected to be completed in the spring of 1961; five new dormitories will be opened in the fall of 1961; the relocation of the Southern Technical Institute in Cobb County is expected to be completed by the fall of 1961; construction on the Nuclear Reactor continues on schedule; and plans are going forward for the construction of a Chemical Engineering and Ceramic Engineering Building.





PAUL WEBER, Dean of Faculties



JAMIE R. ANTHONY, Controller



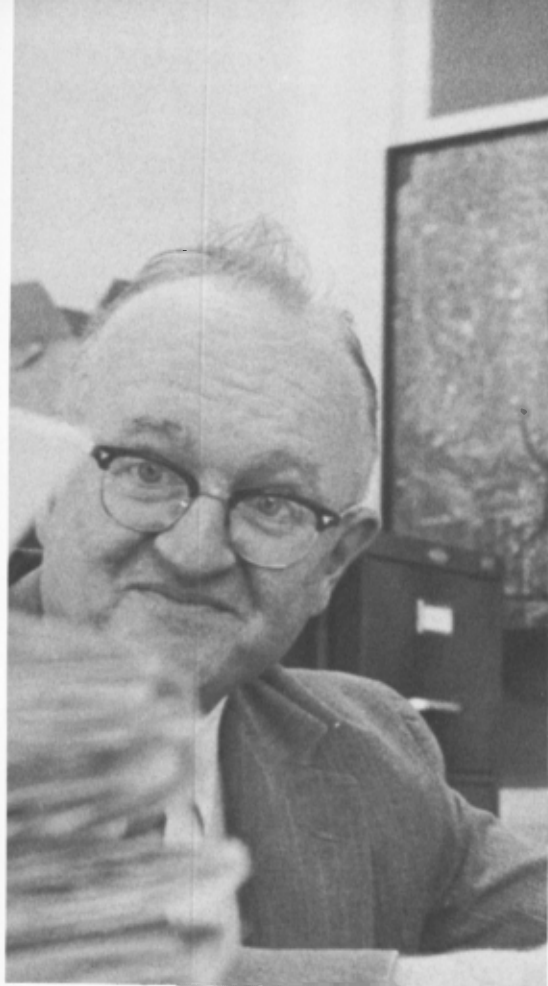
RAY L. SWEIGERT,
Dean of the Graduate Division



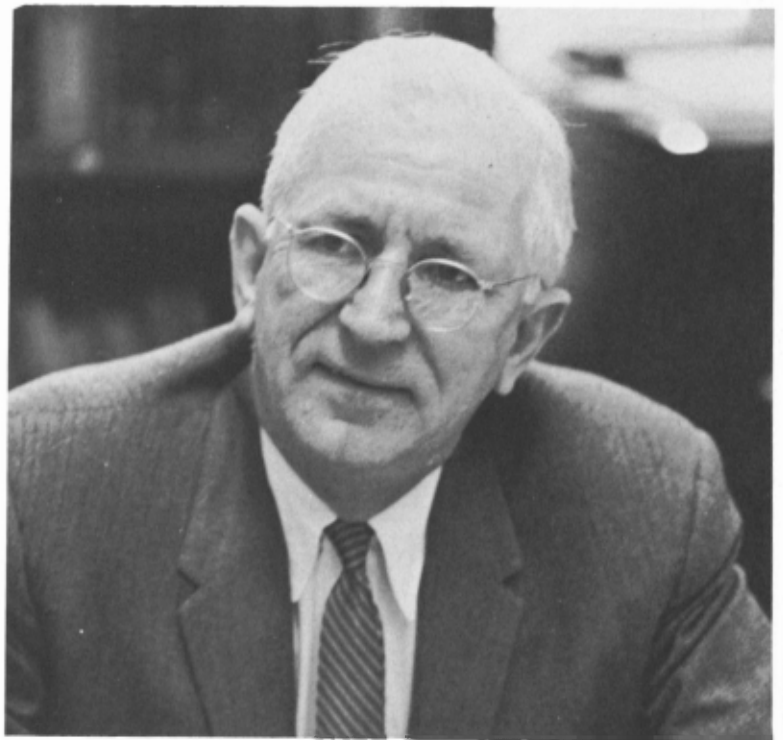
RALPH A. HEFNER,
Dean of the General College



FRED W. AJAX, Director of Public Relations



JESSE W. MASON,
Dean of Engineering College



WILLIAM L. CARMICHAEL, Registrar



GEORGE C. GRIFFIN, Dean of Students



HORACE W. STURGIS, Associate Registrar



JAMES E. DULL, Associate Dean of Students



GEORGE J. BUDIG,
Assistant Dean of Students

ROCKER T. STATON,
Assistant Dean of Engineering College



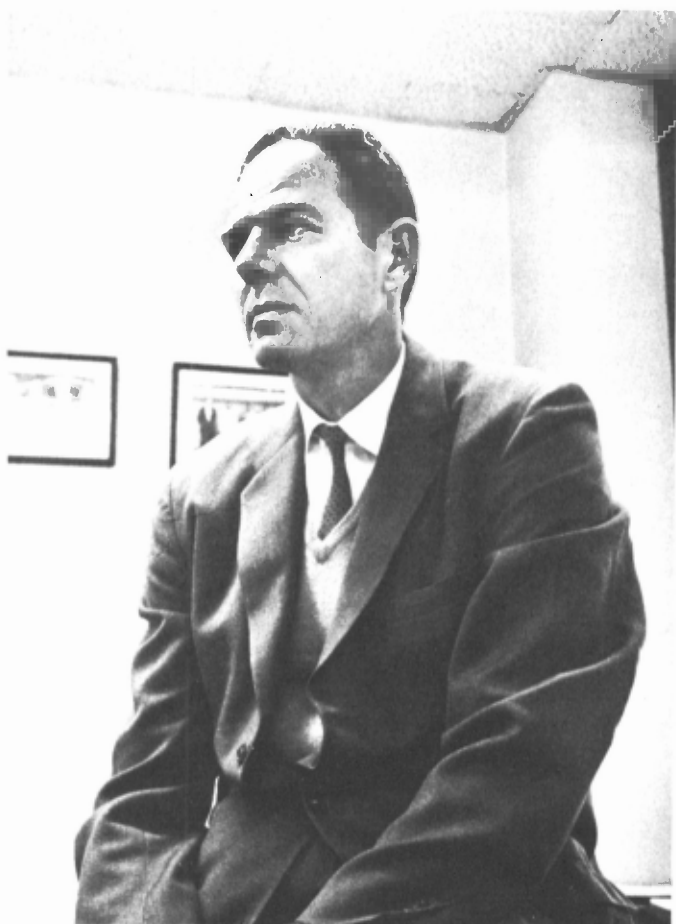
JAMES E. BOYD, Director of the Experiment Station



LAWRENCE V. JOHNSON,
Director Engineering Extension Division



JAMES G. WOHLFORD, Director of the Co-operative Division



W. ROANE BEARD,
Executive Secretary of the Alumni Association

MRS. J. HENLEY CROSLAND, Director of Libraries

